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ABSTRACT

In order to gain an overall view of student attitudes toward Waubonsee Community College (WCC), determine the strong and weak aspects of WCC, and provide a data base for later comparisons, a standard Educational Testing Service survey instrument was administered to a random sample of about 650 WCC students. The survey instrument used was Student Reaction to College which consists of 150 items which students rank on a three, four, or five point scale. WCC added an additional 14 locally generated items, and eight items designed to elicit descriptive characteristics of the sample (age, race, number of credits, etc.). The item generally fell into 10 categories: instruction and classroom experience, studying, student goals and planning, counseling and advising, administration regulations, class scheduling and registration, student activities, living, faculty contact, and library and bookstore. The instruction and classroom experience category contained the greatest number of items (47). Although students were generally pleased with the presentation of class material, some said that teachers do not gear their instruction to student interests and abilities. Overall the college received a favorable rating. Tabulated data are appended. (NHM)

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A SURVEY OF

STUDENT REACTIONS

TO

WAUBONSEE COMMUNITY COLLEGE

By

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Director of Institutional Research

December, 1975

INTRODUCTION

All staff and faculty members undoubtedly have ideas about the way students "feel" about certain things at their college. This information comes from a variety of resources, very few of which are systematic or scientific in their approach. This is not to say that these views are inaccurate but typically there is nothing with which to compare them in order to check their accuracy.

Realizing this shortcoming, it was decided by the president of Waubonsee Community College (WCC) that an attempt should be made to gain such an overview - one that would not just tap one or two areas of the College but present an overall picture of the way students feel about WCC in many different areas. Due to this broad approach, it was difficult to go into all areas in depth. The attempt was to gain an overall picture which would also point out both strengths and weaknesses.

There were three major purposes to this study:

1) to gain an overall view of the way students feel about WCC,

2) to determine the strong and weak aspects of the College, and

3) to provide a data base for later comparisons.

By providing such a picture, it would be possible, at some later date, to repeat the study to see if any significant changes had taken place.

INSTRUMENT AND PROCEDURE

The survey instrument used in this study was Student Reactions to College (SRC), published by Educational Testing Service. It was developed for two-year college students and was chosen because it includes a broad enough set of items which would be useful in giving a general overview of students' reactions.

Briefly, the SRC consists of 150 items in a booklet form. Students respond to each item by marking one choice which ranges from three to five possibilities, depending on the item. Additional space is provided for locally generated items. The SRC also contains eight items which ask for descriptive characteristics, such as, race, age, number of credits currently enrolled in, and so on. Some of these last questions were altered to fit the needs of WCC.

A task force consisting of volunteer faculty, staff, and students was assembled to evaluate the instrument and generate additional items. This group was responsible for altering, as well as adding to the last eight items. The new items were commercially printed and pasted into the SRC booklet.

A random sample was chosen from a listing of all classes offered by WCC during the spring semester of 1975. No restrictions were placed upon which classes would be chosen. Thus the sample included classes from all areas of the College, including those taught off campus.

The goal was to achieve a sample size of 650 students. Due to absentees, dropouts, and duplications, classes were selected randomly until a sample size, 40% greater than the goal, was attained.

Since the SRC had a large number of items asking the student about his experiences during the present term, it was administered during the latter part of the semester. The thirteenth week was chosen since this appeared to cause the least amount of disruption. It was not too close to final exam week and yet was still late enough in the semester.

An attempt was made to inform the student body about SRC through articles in the student newspaper and meetings with student representatives. Arrangements were made with the instructors to use part of their class time but the students were not told beforehand that their class was chosen. It was felt that this was very important to control for self selection in choosing to answer the questionnaire.

All the students in a selected class were asked to fill out the SRC. If any resistance was indicated by the student, the importance of the SRC was explained and the student was again asked to cooperate. No attempt was made to force the student beyond that point. If a student was in more than one of the

chosen classes, he was not asked to respond more than once.

The SRC was administered by teams made up of a faculty or staff person, plus a student. A very brief introduction was read explaining that the class was selected randomly and that the questionnaire was part of the North Central accreditation study. The team member read aloud the introduction printed in the SRC booklet and asked for questions. Students then filled out the questionnaire, taking, in most cases, less than 35 minutes. Also, the students were asked to indicate their major by code number. A listing of all student names and major codes was available for student reference. The students were asked to use the reference to increase accuracy.

RESULTS AND DISCUSSION

The results of the SRC are listed in Table I. Each item is stated along with the number of students responding to each item, the percentage of those responding to each choice, and the median.

Tables II, III, and IV represent the ranking of group items by the number of possible choices. Some items had three possible choices ("no;" "yes, once;" "yes, twice or more"). The intent of these items was to ascertain how often a student experienced something. The wording of these items was either positive ("During the present term I have got help from a faculty member outside of class") or negative ("During the present term I have done badly on a test"). The median, therefore, represents how often an experience occurred. The higher the median is the more often the experience occurred. Nothing is implied about the positive or negative value of the item by the median score.

It was possible to determine the positive or negative slant of the four-choice items. These items were worded such that agreeing with the statement could be seen as either a positive or negative experience or evaluation. For example, item 45 states: "During the present term I have been bored in class." Students agreeing with this item, it was felt, had a negative experience. Those items which were worded in the negative had their values reversed for Table III. In that way, all the medians with items of four choices represent the degree to which the student agrees with a positive evaluation or experience. There-

fore, for item 45, a high median response indicated the degree to which the experience did not occur, i.e., being bored in class. Only for Table II, four-choice items, the higher the median and, therefore, the rank, the more positive the experience or evaluation. Those items that were changed from positive to negative are indicated by an asterisk in Table III.

The third group of items, Table IV, represent the five-choice items which range from either "strongly oppose" to "strongly favor" or "definitely not" to "definitely yes." These items also allow the student to respond with a neutral answer of "indifferent or uncertain." The students were asked to indicate their feeling or views and it was not possible to establish either a positive or negative slant to most of these items. For example, the students were asked how they feel about "at least one course based on independent study" and "at least one course in which I am not graded." The higher the median, and thus the rank, the more the student favor the item and vice versa.

All the items, up to and including 164, were grouped into ten categories (see Table V). The categorization of the first 150 items follows that suggested in the SRC Users Manual. The decision of where to place locally generated items, 151 through 164, was determined by the author. They were placed according to the category in which the local group generating the item fell. For example, five items were written by Student Services and, thus, were all put into category D, counseling and advising. Other items were categorized arbitrarily. One item, #163, did not fit into the categorization scheme and was treated separately.

Each of the categories are examined in turn. Because of the large number of items not all of them can be discussed. Therefore, in examining some categories, only those responses which ranked either in the upper or lower 25% were discussed. These rankings represented items that were thought to indicate responses other than neutral.

Looking at Tables II, III, and IV some observations should be noted. Table II represents items with three choices and indicates the degree to which an experience occurred. The higher the median the more often an experience occurred. A rank of 1 indicates that experience occurred the most. The line separating the upper 25% ranks shows that very little difference in median scores can exist between this group and the remaining ones. For example, item 30 ranked 10th out of 40 and was thus in the upper 25%. It had a

median of 1.388. Item 119 ranked 11th and was, therefore, not in the upper 25%; yet it had only a slight difference in its median score from item 30. This condition exists for Tables II and III also.

As was stated above, in Table III the items are ranked in terms of how favorable an experience or evaluation was. Since the values of negatively implied statements were reversed, the higher the ranking the more favorable the item. The rankings that fall into the lower 25% in this table are not necessarily that unfavorable. In fact, item 4 has a median of 3.055 which represents an experience or evaluation of "often." The median response for this total group of items is 3.377 which is very slanted towards a favorable evaluation or experience. This, of course, can be seen as a positive indication of the College and its workings but could also represent the tendency for people to evaluate more on the positive side. It is for this reason that it was decided to stay with the idea that the lowest ranked 25% represented "unfavorable" responses.

The five-choice items were the only ones that allowed the students the option of a neutral response of "indifferent or uncertain." In a few cases, this choice was selected by 50% or more of the students (#80, #84, #85, #86, #93, #106, #159). These were sometimes considered noteworthy since it could possibly indicate a problem area. If, for example, over 50% of the students say they do not know if the student government adequately represents them, it may indicate they do not know what the student government represents, or that it even exists.

A. Instruction and Classroom Experience

This category contained the greatest number of items (47). Therefore, an attempt was made to look at these items that got either very positive or very negative responses. This was done by selecting those items that ranked in either the upper or lower quarter.

The three items that ranked the lowest indicated that the students were pleased with the presentation of class material. It was neither geared too much towards students going to a four-year college, nor too much towards students going into a job in that field (#122, #123). Also, the students indicated that their instructors did not consistently come to class unprepared (#120).

The satisfaction with presentation of material is further supported by some of the items from the second group, i.e., four choices. The highest ranked items indicated that students felt neither left behind in class, nor frustrated because the class was not moving fast enough. They also felt that the instructors did not teach over the heads of the students (#47, #48, #17). Students reported that the instructors did not have trouble understanding the students' problems. Students also stated that instructors do not just put out the material, leaving the student to get it the best he or she can (#3, #9).

On the negative side, however, those questions that ranked the lowest show that students do not receive detailed comments about papers, exams, or other materials. Instructors do not allow a reasonable amount of freedom in the way course assignments are carried out (#16, #14). Students stated that they do get bored in classes and that teachers do not gear their instruction to the students' interests and abilities.

Items from the third group, five choices, reveal that students are looking for variation and innovation in education. They favor classes taught in the community away from the College. They are also in favor of being able to earn course credit by passing an exam, taking a course based on independent study, deviating from the course schedule so that they do not get left behind or lose interest (#66, #64, #57, #62). Also they appear to like course assignments where several students work together (#56). As far as grading is concerned, students again show a desire for variation from the traditional. Students favor grades based on day-to-day work instead of on a few big exams or papers (#59).

Items from category A seem to indicate an overall satisfaction with instruction and classroom experiences. It appears that what the instructors are doing, they are doing well. However, the students desire greater amounts of innovation and flexibility. The trend seems to be consistent in looking for greater latitude and moving away from the more traditional approaches. It is suggested that the instructors be encouraged to try new and different methods of delivery and grading in their classrooms. This is consistent with the philosophy of the community college in meeting the needs of the students. If the students are asking for new teaching methods, it seems to be the responsibility of the teaching staff to find them.

A few items were of special concern in this category. In the past few years attempts have been made at WCC to use different methods of instruction. For example, a number of classes are using variations of individualized instruction. Two locally generated items were developed to get students' reactions to this method. Item 151 stated: "The College should offer more courses using individualized methods." Forty-seven percent of the students said "yes" or "definitely yes," with 35% responding "indifferent or uncertain." It was possible that many of the students had never taken a course that used this method. Therefore, item 164 stated: "I have taken a college course that was taught by individualized instruction methods." Thirty-four and seven tenths percent responded "yes, once" and 19.2% responded "yes, twice or more." Table VI represents a breakdown of item 151 by item 164. Interestingly, of those students who have taken one individualized course, 48.8% felt more courses should be taught using this method. The percentage increases to 58.7% if they have had two or more individualized courses. However, there are still approximately twenty percent of the students who have had an individualized course that responded negatively.

Although no method of instruction can be all things to all students, this figure of twenty percent seems relatively high and could reflect a number of different explanations. It may, of course, simply be that some students do not like the method. Other explanations may be that it's good for some courses and not others, or some forms of individualized instruction are better than others.

WCC has adopted the large group method of instruction for some of its courses. When students were asked, in item 152, if "the College should offer more courses using large group lecture method," most of the students responded negatively. Almost 58% of the students said "no" or "definitely not," while only 21.7% said "yes" or "definitely yes."

It appears, in general, that students do favor more courses using individualized instruction and do not favor more large group lecture courses.

B. Studying

There were nine items that fell into the category of studying. Overall, the students do not appear to have any outstanding

difficulties in this area. However, the third highest rank of all three-choice items was found in this category. Approximately 63% of the students stated that they had on one or more occasions, taken time they should have spent on one course to catch up in another (#27). When asked if they had difficulty concentrating, had too much reading, could not understand what they were studying, or had too much studying to prevent them from enjoying college, their median responses put them between "almost never" and "sometimes" (#49, #50, #52, #55). Students felt they could get help with their studies when they needed it. Most indicated that they have learned to study well enough to handle the work in the time they have (#51, #79); although in some cases, it might mean letting one course ride a little so that they could catch up in another, as was seen above. It appears that the students can handle the work and are not having too difficult of a time.

Apparently students, in general, do not care to study with other students on campus. When asked if they need a place on campus they could use to study with other students, 51% said "no" or "definitely not," and another 24% were "uncertain" (#127). When asked about a place to study on campus without being disturbed, 43% said "no" or "definitely not," with 15% "uncertain or undecided." Apparently a large number of students may not study on campus.

Students do not report any outstanding difficulties with regards to studying. This seems to support the idea that students are capable of handling their course work adequately.

C. Student Goals and Planning

Apparently students at Waubonsee have a good idea of their occupational goals once they leave the College. Approximately 74% answered "yes" or "definitely yes" to the item asking what the student wants to do when he or she finishes here (#74). Furthermore 77% feel their classes are closely tied to future job plans and 71% are doing well in their major field (#72, #73). These three items ranked second, fourth, and third, respectively, on all five-choice items.

This confidence in knowing their goals is further reflected by the response to whether they would change their field of study if it wouldn't delay finishing college (#95). Only 10.9% said

"yes" or "definitely yes." Also, only 13.5% of the students felt that their program of courses is not what they really want (#103). Interestingly, 68.7% of the students favor having practical experiences in job situations even if it would take them longer to finish college (#65).

About 44% of the students have tried to learn about future job possibilities after college and 51% agree that they need more information on the job situation when they leave here (#30, #129). This is, of course, very understandable with the relatively high unemployment rate existing today. Interestingly, only about 22% of the students would prefer a field of study with better job opportunities than the one they are in presently (#83).

When asked if their occupational plans have changed since they started at Waubonsee, only 25.4% felt they had (#76). This again seems to confirm the idea that students have a fairly good idea of what occupation they want to enter.

When it comes to deciding what courses to take, 9.7% reported they have had trouble either "often" or "always" (#108). Also, when asked if they have taken tests to decide which courses to take, only 14.6% said they had (#31). The student apparently not only has a good idea on what occupation he or she wants to pursue but also what courses are necessary.

The students' confidence in their future is not as strong when transferring to a four-year college. About 59% of the students felt they do not know as much as needed about four-year colleges and their requirements (#77).

The students seem to have their goals fairly well defined and only a bit of uneasiness comes in transferring to a four-year school. When asked if the College gives the student what he or she wants, only 13% say "no" (#78). Furthermore, when asked if they are uncertain about what they are getting from college, 63% say "no" or "definitely not," with 13.4% "uncertain."

D. Counseling and Advising

The counseling and advising category was made up of fourteen items, five of which were developed locally by the Student Services staff. As the title of this category suggests, both

faculty advising and Student Services counseling were included.

Two items, #32 and #35, had very low medians which indicates, in these cases, very positive evaluations. When asked if they had tried unsuccessfully to meet with their faculty advisers, 93.2% indicated "no" (#32). The problem here is that students are typically not assigned faculty advisers. Therefore, the high percentage responding "no" may indicate that they are not assigned to a faculty adviser and, thus, there was not a problem. Item #35 received the other low median score. Generally, the item asks if the student has had any problem, other than academic, that the College should have helped them with but did not. Only 9.3% indicated they had. What problems these people had, of course, we cannot tell.

Three items, #26, #38, #156, were specifically concerned with Student Services. A little more than half the students, 55.3% have talked with a counselor about their future plans and only 10.1% indicated they tried unsuccessfully to meet with a counselor. When asked if they had received courteous and helpful assistance from Student Services, only 14.2% indicated they had not. No outstanding problems seem to exist in this area.

Some of the other items were more general and were not necessarily specific to Student Services. A matter of concern is that 18.7% of the students felt that they had been given wrong or incomplete information about programs or courses by a college staff member (#33). Although this is a relatively low percentage, it still represents quite a few students. The item is not specific enough to tell what kind of misinformation they received but does suggest an area of concern.

A little more than 35% reported they had gotten help from a faculty or staff member with a College-related problem (#37). The staff and faculty neither lack sensitivity (#53), nor do they have any trouble understanding what the students were saying (#36).

The major problem that seems to exist in this category is one of getting information. The majority of the students indicate they are not aware of all the various individual services available to them (#155), or the weekly campus activities (#158). In fact, 41.3% of the students report they do not know "where to go on campus to locate the various services available to them" (#160); and 29.2% said they "had to go around and around

from one office or person to another trying to get information" (#25).

Why these things are problems for students is not exactly clear. It might be that more effort should be made to get information to the students through advertisements, displays and the like. If these methods are already being used, then possibly others should be explored. Without accurate information, the student simply cannot take full advantage of the services and activities that are available. This problem appears to need immediate attention.

E. Administration Regulations

Out of the seventeen items in this category, only three fell into either the high or low quarter of their respective group rankings (#81, #96, #148). The remainder of the items fell into the middle rankings and implies no strong reaction one way or another. However, one other interesting situation occurred in which three items had responses of "indifferent or uncertain" made by more than half the students (#80, #84, #85). There were only seven items in the total survey where this occurred. These three items were all concerned with the lack of student input into administrative controls on student publications, regulations, and services paid for by the student fees. What interpretation can be made from this is not known; however, it tends to support the notion that students do not have very much input. It could, of course, simply be that such input is not desired by most of the students.

Two of the three items that did fall into the high or low rankings indicate that students are comfortable and are at ease with the regulations on campus. Only 10.8% report they feel hassled by the rules and regulations (#81). Furthermore, 78% agree that "the College has been a friendly, comfortable place to be" (#96).

The last item that was ranked demonstrates that students do not want the school to "take disciplinary action against students for illegal off-campus actions" (#148).

In summary, the overall responses to the items in this category indicate a neutral position. College regulations and rules are acceptable to students. They are not too stringent and do not

appear to be too bothersome for students. The school is a comfortable place for students where they are not hassled by the rules and regulations.

F. Class Scheduling and Registration

There were eighteen items in this category, nine of which fell into the high or low 25% rankings. These nine items indicate that no real problems exist in this category. Students report that registration was not a burden (#97), and that they have had no trouble with too rigid add and drop requirements (#116). They like being able to drop courses any time without being given a failing grade (#147). Apparently, they got the courses they wanted (#98), did not have to take courses below the level they wanted (#115), and had no trouble with requirements (#114). The only registration limitation they did favor was not allowing so many students to register for the same course (#143). Students want to retain the present calendar (#150). Lastly, they reported no problem in getting started into the term.

In summary, students are quite content with class scheduling and registration. The system appears to be flexible enough to meet students' needs. Therefore, it is suggested that careful consideration be given to any major changes in this area.

G. Student Activities

This category includes items specific to student government, as well as, items about student activities in general. Of the three items regarding student government, two were five-choice items which allowed a response of "indifferent or uncertain" (#86, #159). Interestingly, both of the items had more than half the responses fall into the "indifferent or uncertain" category. In fact, item #159 asked if students feel their student government adequately represents them to the administration. Almost two-thirds, 65.2% responded "indifferent or uncertain." No other five-choice item had as many responses fall into that choice. Besides the 54.6% "indifferent or uncertain" responses to item #86, which states that "a handful of students run things around here," twice as many students responded negatively, 30.4%, as affirmatively, 15.1%. Thus, there seems to be a very large percentage of students who are either unaware of the student government's

activities or indifferent to it. Even in the third item in this category, #111, which states that "the student government effectively represents my point of view," almost three-quarters of the students, 74.6%, reported either "almost never" or "sometimes." This item had the lowest rank, i.e., most unfavorable, of all the four-choice items.

Obviously, the student government needs to make some major attempts to improve its visibility and increase its representation of all the students. Apparently, only a minority of the students are even aware of its activities.

With regards to student activities, in general, a very confusing picture seems to develop. On the one hand, students respond very favorably to the idea of having "cultural events on campus - art exhibits, theater, concerts, etc." (#68). This item had the highest rank, i.e., "most favorable," of all five-choice items, with 79.1% of the students favoring it. Also, 56.4% of the students do not agree that "organized social activities are <u>not</u> necessary because enough is going on in the surrounding area" (#82). This seems to indicate a need for both cultural and social activities on campus. However, when asked "I'm here for the classes; I don't need the non-curricular activities," almost as many agree, 41.1%, as do not, 37.2%. Again, almost as many agree, 29.2%, as disagree, 27.2%, to the statement that "students here don't care about much except getting through with college" (#87). A few more students agree, 38.1%, than do not, 29.0%, that "the campus is a place where students just go to class; not much else happens here" (#88). In fact, when asked to "cut out compulsory student fees, such as those for student activities, intercollegiate athletics, the student newspaper, etc." (#136), the students are again almost evenly split. Only 1.5% more say "no" or "definitely not," 32.4%, than say "yes" or "definitely yes," 30.9%, with the rest, 36.7% indicating "indifferent or uncertain." Also, only 12.6% of the students have gone to a meeting of a college organization or to an organized social activity of the college more than once, with another 13.1% having done so once.

Part of this apparent confusion might be understood when looking at the heterogeneity of the students. Looking for a moment at items #165, #166, #170, #171, and #173, it can be

seen that Waubonsee serves a wide variety of students. Over one-third of the students sampled were over 25, with almost equal percentages unemployed, 27.3%, employed part-time, 36.9%, and employed full-time, 35.2%. Also, more than 27% are taking less than 6.5 hours which typically means they are not on campus that often. About 30% of the total are taking at least some of their classes off campus and one-third of the total usually have classes in the late afternoons or evenings. Combine all of this with the fact that students do not live on campus, it becomes very apparent that WCC serves a wide variety of students. Therefore, it is understandable that some of the students want and desire social and cultural activities on campus and others do not. Also, these activities would have to be quite varied, and available at all different hours, to attempt to serve the students. For example, item #71 asked how students felt about "activities designed for married students or older students." About 56% were in favor, with 39.4% "indifferent or undecided."

Whatever the feelings about student activities, however, the majority of the students, 58.4%, feel the activities should be controlled by the students themselves.

One other item that has not been discussed is #67. This item asks how students feel about "a student-run office, supported by student fees, for advice on housing, living expenses, drugs, birth control, abortion, and other non-academic concerns of students." About 51% said they either "favor" or "strongly favor," with 37.9% saying either "indifferent or uncertain." Having students help other students in non-academic matters is undoubtedly not a new idea but there is an indication here that it might be an idea worth entertaining.

H. Living

This category includes fourteen items covering non-academic concerns, such as, housing, safety, transportation, etc. Nine of these items had median responses which ranked high or low enough to fall into the upper or lower 35% within their respective group rankings.

Item #54 had the highest ranking of all four-choice items. Students apparently have no problem getting to and from campus,

in spite of the fact that WCC serves such a large geographical area. However, it could be misleading. There may be potential students in the area, for example, who are not attending WCC because of transportation problems.

Another four-choice item (#110) ranked second to last in all four-choice items. As was discussed in the student activity category, approximately 56% of the students express difficulty in getting information about what is going on at school. This appears to be a consistently reported problem that should be explored as soon as possible.

There were six other items that had high or low rankings. Rather than indicate problems, these items reflect the lack of certain problems. Students report that they have had no problem finding acceptable housing (#90), paying costs of books and supplies (#102), and needing help in finding a part-time job (#132). Safety is not a concern. Lockers are not needed on campus (#131). Students indicate they feel safe on campus after dark (#112), and they are not indicating any real problems with theft of books or other articles (#107).

Item #130 is very interesting because it had the lowest rank of all five-choice items. It states: "I need a child care center on or near the campus." Only 10.9% of the students agreed to that item. At first one might be tempted to say there is no real need for a center but further considerations must be made. There is no way of telling, for example, what percentage of the students in the sample have young children that would benefit from the center. This item, as stated, is insufficient to make conclusions one way or another without additional information.

In summary, it appears that students are having no real difficulties in this category, other than getting information about what is going on at school.

I. Faculty Contact

The overall ratings of faculty contact were quite favorable. There were only five items in this category; however, four out of five ranked in the extreme ends of their respective groups. Items #19 and #29 were ranked one and two, respectively, in the three-choice category which means the students indicated

these two experiences happened more often than the other 38 three-choice items.

When asked if they had "talked about course work for at least fifteen minutes with an instructor outside of class time" (#19), 68.2% reported doing so at least once during the present term. Also 66.6% reported that they "talked with an instructor about things not connected with class" (#29), and 44.8% got help from a faculty member outside of class (#21). This is an obvious indication that the students are talking with their instructors and can be seen as a very desirable practice. Not only do the students talk to their instructors, they also rate their instructors as being easy to talk to (#2). This item had the seventh most favorable ranking of all 37 of our choice items, with 86.9% indicating either "often" or "almost always."

The interesting reaction in this category is item #1. Although students talk to their instructors and find them easy to talk to, the instructors do not always appear to be available to meet students at times convenient to them. This item received the seventh most unfavorable ranking of the four-choice items. About 38% of the students stated "almost never" or "sometimes" when asked if instructors have "been available outside class at times convenient to me" (#1). Even though the majority of students give favorable responses, little over one-third were still unfavorable. This suggests that further exploration should be done in this area. With the relatively large number of part-time instructors who typically are not available other than just before or after their classes, it is conceivable that this may be one of the reasons. Otherwise, it might be wise for the full-time instructors to examine their schedules and see if they are making themselves available for students at times convenient to them.

J. Library and Bookstore

In response to whether the students are "well satisfied with the services of the College library" (#104), only 7.5% said either "no" or "definitely not." About one-fifth, 21.4% of the students responded "uncertain or indifferent," possibly indicating little or no use of the facility. This item did have a rank of ten out of the 86 five-choice items, which in this case, represents a very favorable rating. Also, only 11.4% of the students reported the library was not open at least once during

the semester when they wanted to use it (#23). This item received a very low rank which, in this case, indicates it was not too much of a problem.

Item #133 indicated that students are not really interested in limiting more books to one-day circulation, however, there appears to be a slight interest in renting required books from the library (#134).

Since the SRC has only four questions regarding the library it is difficult to make much in the way of summary. Students, apparently, are well satisfied with the library, but a more in depth study is suggested.

As was the case with the library, the bookstore received a favorable response tc the statement of student satisfaction with its services (#105). Only 14.2% responded unfavorably, with 17.7% of the students responding "indifferent or undecided."

In an attempt to gain some specific knowledge about the bookstore service, four additional questions were written by the bookstore manager (#153, #154, #161, #162). There is almost an even split in preference for either hardbound, 34.6%, or paperback, 28.6%. Required textbooks had a slight edge for hardbound (#153). A 12% majority would prefer borrowing recommended or optional texts from the library, rather than purchasing them (#154). When it comes to selling books back to the bookstore, about one-half, 49.1%, say they do not plan on selling any of them; about 11% state that they plan on selling all (#162). When asked if they had difficulties purchasing required textbooks and supplies from the bookstore, only 5.8% of the students said "often" or "almost always" (#161).

SUMMARY

Overall the College received what appears to be a favorable rating. Without any type of control group to compare the responses to, it becomes difficult to say how favorable. However, item #163 did ask the students: "Generally speaking, how would you rate your college as a whole." The mean, median, and mode were all at about a value of three, indicating a grade of "B."

One of the attempts of this study was to point out strong and weak areas within the College. The items within each category were examined, and strong and/or weak areas were identified. Although these are too many to reiterate here, more strong areas were found than weak ones.

One of the reasons for selecting the SRC was that it allowed additional types of analyses. This report represents the initial analyses. Additional ones will be done. One possibility would be to compare students from different degree programs on different items, which could lead to the identification of strong and weak points within each area. Another possibility would be to compare full-time versus part-time students or students of different ages, and so on.

Another purpose of this study was to provide a data base for later comparisons. This was desirable so that in two or three years the study could be repeated and any change could be noted. This study was not seen as a singular attempt but rather as a part of a system that provides feedback to the College on a somewhat regular basis.

TABLE I

Total N = 642

During the present term my instructors have...	RESPONSES (PERCENT)					
	NUMBER OF RESPONSES	ALMOST NEVER 1	SOME-TIMES 2	OFTEN 3	ALMOST ALWAYS 4	MEDIAN
1. been available outside class at times convenient to me.	620	6.5	25.0	37.7	30.8	2.991
2. been easy to talk to.	642	1.6	11.5	29.6	57.3	3.628
3. had trouble understanding the students' problems.	637	54.9	36.4	5.3	3.3	1.410
4. geared their instruction to the students' interests and abilities.	635	3.0	24.9	39.8	32.3	3.055
5. been unable to explain something in a way I could understand it.	640	38.9	28.7	15.3	17.0	1.886
6. respected student points of view different from their own.	638	3.4	16.5	35.3	44.8	3.353
7. presented more in class than I learned from assigned readings.	629	5.7	21.5	34.5	38.3	3.161
8. really listened to student questions and discussions in class.	640	1.7	10.2	34.7	53.4	3.564
9. done little more than put out the material, leaving me to get it as best I can.	637	54.8	30.5	9.1	5.7	1.413

Total N = 642

During the present term my instructors have...	NUMBER OF RESPONSES	RESPONSES (PERCENT) ALMOST NEVER 1	SOME-TIMES 2	OFTEN 3	ALMOST ALWAYS 4	MEDIAN
10. expected more outside work than I have time for.	634	42.1	36.9	14.0	6.9	1.714
11. treated all their students fairly.	637	2.4	12.1	23.5	62.0	3.694
12. been clear about what they expected of students.	638	2.0	14.3	37.8	45.9	3.392
13. piled on the work as though theirs is the only course I have.	632	48.4	32.9	11.9	6.8	1.548
14. allowed students a reasonable amount of freedom in the way course assignments are carried out.	638	7.2	27.1	36.8	28.8	2.926
15. returned exams and papers with grades, corrections, or comments soon enough to be helpful.	622	6.3	21.5	30.7	41.5	3.223
16. given detailed comments about papers, exams, or other material I've turned in.	620	13.2	30.8	29.5	26.5	2.702
17. taught over the heads of their students.	636	54.4	35.5	7.7	2.4	1.419

Total N = 642

During the present term I have...	RESPONSES (PERCENT)				
	NUMBER OF RESPONSES	NO 1	YES, ONCE 2	YES, TWICE OR MORE 3	MEDIAN
18. participated in a course-related activity off the campus.	637	68.1	12.4	19.5	1.233
19. talked about course work for at least 15 minutes with an instructor outside of class time.	637	31.7	23.5	44.7	2.277
20. done badly on a test.	630	47.0	35.1	17.9	1.586
21. got help on coursework from a faculty member outside class.	630	58.3	19.4	22.4	1.358
22. had to buy a textbook that was not really necessary.	633	54.7	26.7	18.6	1.415
23. been unable to use the library when I needed to because it wasn't open.	631	88.6	5.2	6.2	1.064
24. had to go through a long, administrative process that seemed senseless to me.	633	78.0	15.3	6.6	1.141
25. had to go around and around from one office or person to another trying to get information.	634	70.8	19.6	9.6	1.206
26. talked with a counselor about my future plans.	633	44.7	35.1	20.2	1.651

Total N = 642

During the present term I have...	RESPONSES (PERCENT)				
	NUMBER OF RESPONSES	NO 1	YES, ONCE 2	YES, TWICE OR MORE 3	MEDIAN
27. taken time I should have spent on one course to catch up in another.	630	36.5	26.3	37.1	2.012
28. been inconvenienced by an administrative error.	628	77.9	15.9	6.2	1.142
29. talked with an instructor about things not connected with class.	632	33.4	21.5	45.1	2.272
30. looked through occupational information to learn about job possibilities for when I finish college.	632	56.3	19.1	24.5	1.388
31. taken tests to decide what kind of courses to take.	631	85.4	9.4	5.2	1.085
32. tried unsuccessfully to meet with my faculty adviser.	631	93.2	3.8	3.0	1.037
33. been given wrong or incomplete information about programs or courses by a college staff member.	633	81.4	13.7	4.9	1.115
34. gone to a meeting of a college organization or to an organized social activity at the college.	635	74.3	13.1	12.6	1.173
35. faced a problem involving housing, a job, sources of financial aid, transportation, or something else connected with going to college that the college should have helped me with but didn't.	634	90.7	4.9	4.4	1.051

Total N = 642

During the present term I have...	RESPONSES (PERCENT)				
	NUMBER OF RESPONSES	NO 1	YES, ONCE 2	YES, TWICE OR MORE 3	MEDIAN
36. felt that a faculty or staff member didn't understand what I was saying.	636	73.1	18.4	8.5	1.184
37. got help from a faculty or staff member with a problem I was having in college.	628	64.8	19.6	15.6	1.271
38. tried unsuccessfully to meet with a counselor.	632	89.9	7.1	3.0	1.056
39. looked seriously without success for part-time or temporary work.	628	84.1	5.9	10.0	1.095
40. thought seriously about dropping out because of money problems.	633	84.0	10.1	5.8	1.095
41. been kept from something I wanted to do because of what seemed to be an unnecessary regulation.	631	81.5	12.5	6.0	1.114
42. been angered by something the college administration did.	630	75.6	14.6	9.8	1.162

Total N = 642

During the present term I have...	RESPONSES (PERCENT) NUMBER OF RESPONSES	ALMOST NEVER 1	SOME-TIMES 2	OFTEN 3	ALMOST ALWAYS 4	MEDIAN
43. known how well I was doing in my courses before I got a grade.	624	5.9	19.6	34.8	39.7	3.205
44. had assignments from my instructors that were really only busywork.	630	53.7	32.9	11.3	2.2	1.432
45. been bored in class.	635	27.2	44.3	23.0	5.5	2.014
46. been in a class that just went over material I already knew.	632	44.8	44.0	9.2	2.1	1.619
47. felt left behind in a class.	634	58.2	34.5	5.0	2.2	1.359
48. felt frustrated because the class wasn't moving fast enough	635	56.4	35.6	6.1	1.9	1.387
49. had trouble concentrating on what I was supposed to be studying.	636	25.8	49.7	19.2	5.3	1.987
50. had so much reading to do that I didn't have time to really understand it.	634	41.2	35.2	20.2	3.5	1.751
51. been able to get help with studies when I've needed it.	624	14.4	27.1	28.4	30.1	2.799

Total N = 642

During the present term I have...	NUMBER OF RESPONSES	RESPONSES (PERCENT) ALMOST NEVER 1	SOME-TIMES 2	OFTEN 3	ALMOST ALWAYS 4	MEDIAN
52. found I couldn't understand what I was studying even though I thought I understood it earlier in class.	632	41.3	44.8	11.5	2.4	1.694
53. felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff.	631	72.1	21.7	3.8	2.4	1.193
54. had problems getting to and from the campus.	632	78.6	16.1	3.3	1.9	1.136
55. had to study so much that I haven't had time to relax and enjoy college.	630	49.7	29.0	13.3	7.9	1.511

How do you feel about each of the following:	NUMBER OF RESPONSES	RESPONSES (PERCENT) I STRONGLY OPPOSE 1	OPPOSE 2	INDIFFERENT OR UNCERTAIN 3	FAVOR 4	I STRONGLY FAVOR 5	MEDIAN
56. Course assignments where several students work together.	634	4.7	12.0	27.6	42.0	13.7	3.635
57. At least one course based on independent study.	633	3.0	9.6	26.7	40.8	19.9	3.762

Total N = 642

How do you feel about each of the following:	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	I STRONGLY OPPOSE 1	OPPOSE 2	INDIFFERENT OR UNCERTAIN 3	FAVOR 4	I STRONGLY FAVOR 5	MEDIAN
58. The best students and the slower students taught in separate classes.	631	13.0	26.6	29.8	21.9	8.7	2.848
59. Grades based on day-to-day work instead of totally on a few big exams or papers.	633	4.7	13.3	19.7	35.2	27.0	3.848
60. End-of-course grades that tell me how well I did compared with other students.	635	6.5	14.8	20.4	35.4	12.9	3.446
61. Small classes meeting once a week instead of large classes meeting more often.	634	4.1	13.4	36.3	35.3	10.9	3.396
62. Classes that stay on the course schedule even if some students get left behind or lose interest.	635	15.7	38.0	20.9	20.2	5.2	2.402
63. At least one course in which I am not graded.	634	7.9	20.0	35.6	27.0	9.5	3.119
64. Course credit based on passing an without having to take the course.	634	5.2	12.3	15.5	42.6	24.4	3.900

Total N = 642

How do you feel about each of the following:	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	I STRONGLY OPPOSE 1	OPPOSE 2	INDIFFERENT OR UNCERTAIN 3	FAVOR 4	I STRONGLY FAVOR 5	MEDIAN
65. Practical experience in actual job situations even if it takes me longer to finish college.	632	2.1	4.7	24.5	47.5	21.2	3.893
66. Class experiences out in the community or away from the college.	632	0.8	4.4	22.0	51.7	21.0	3.940
67. A student-run office, supported by student fees, for advice on housing, living expenses, drugs, birth control, abortion, and other nonacademic concerns of students.	630	4.0	7.9	37.0	34.9	16.2	3.532
68. Cultural events on campus--art exhibits, theater, concerts etc.	631	0.5	2.1	18.4	46.6	32.5	4.124
69. No grades at all; just written comments by my instructors.	634	16.7	33.1	27.0	15.5	7.7	2.506
70. Classes without texts or assignments, organized around informal discussions.	635	11.2	28.2	29.1	23.5	8.0	2.865
71. Activities designed for married students or older students.	632	0.6	4.4	39.4	41.3	14.2	3.634

Total N = 642

What is your view of each of the following statements? In general...	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
72. my courses are pretty closely tied to my future job plans.	632	2.4	10.3	13.6	42.9	30.9	4.054
73. I'm doing well in my major field.	625	1.0	4.5	17.0	57.4	20.2	3.981
74. I know what I want to do when I finish here.	626	1.9	9.7	17.6	42.5	28.3	3.989
75. I've lost time toward a BA or BS degree because some of the courses I've taken won't count in a four-year college.	618	13.1	36.6	20.9	20.4	9.1	2.516
76. my occupational plans have changed since I started here.	625	20.0	43.4	11.2	19.5	5.9	2.192
77. I know as much as I need to know about four-year colleges and their requirements.	626	14.2	44.4	17.3	20.0	4.2	2.306
78. the college gives me pretty much what I want.	631	2.9	10.5	15.1	65.3	6.3	3.831
79. I've never learned to study well enough to handle the work in the time I have.	630	7.9	42.4	19.2	25.4	5.1	2.493

Total N = 642

What is your view of each of the following statements? In general...	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
80. student publications are too tightly controlled by the administration.	623	5.3	25.4	54.3	11.9	3.2	2.857
81. the rules and regulations are pretty relaxed here; nobody feels hassled.	624	3.4	7.7	22.3	56.9	9.8	3.793
82. organized social activities at the college are not necessary because enough is going on in the surrounding area.	626	20.1	36.3	36.4	6.4	0.8	2.324
83. I would prefer a field of study with more definite job possibilities than my present field.	621	8.7	4.1	28.2	17.6	4.5	2.509
84. rules and regulations that affect me are made by the administration without enough consultation with students.	626	3.0	22.4	51.8	18.5	4.3	2.975
85. students here have a reasonable role in deciding what services are paid for from student fees.	622	5.8	14.6	62.2	15.6	1.8	2.975
86. a handful of students run things here.	623	5.5	24.9	54.6	12.5	2.6	2.860

Total N = 642

What is your view of each of the following statements? In general...	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
87. students here don't care about much except getting through with college.	621	3.9	23.3	43.6	23.7	5.5	3.022
88. the campus is a place where students just go to class; not much else happens here.	621	4.8	24.2	32.9	27.5	10.6	3.140
89. food services on the campus are adequate for my needs.	620	19.7	19.8	24.0	33.5	2.9	2.936
90. I have had problems getting acceptable housing.	618	25.4	44.3	24.3	4.0	1.9	2.055
91. where I live I feel cut off from the campus.	623	12.8	37.6	21.8	19.7	8.0	2.489
92. I have had to spend time learning math that I should have known.	628	11.3	43.8	14.6	24.5	5.7	2.384
93. the college does as much as it can to hire students or their spouses in its clerical and maintenance jobs.	620	2.3	3.9	64.5	26.5	2.9	3.180
94. I'm uncertain about what I'm getting from college.	626	10.9	52.1	13.4	20.8	2.9	2.252

Total N = 642

What is your view of each of the following statements? In general...	RESPONSES (PERCENT) NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
95. I would change my field of study if I wouldn't be delayed finishing college.	624	16.7	52.7	19.7	8.8	2.1	2.132
96. the college has been a friendly, comfortable place to be.	630	1.9	6.7	13.3	64.0	14.1	3.939
97. registration procedures were a real burden.	630	9.2	55.9	10.5	15.4	9.0	2.230
98. I got the courses I wanted.	636	2.2	12.9	4.1	64.2	16.7	3.980
99. the struggle of getting started lasted too long into the term.	630	7.3	58.1	15.1	17.1	2.4	2.235
100. required courses in my major field kept me from taking other courses I would have liked.	624	5.6	45.2	12.0	28.4	8.8	2.482
101. I'm here for the classes; I don't need the non-curricular activities.	629	8.1	29.1	21.8	34.7	6.4	3.088
102. costs of books and supplies have been a problem.	627	6.1	52.6	10.2	22.5	8.6	2.335

Total N = 642

What is your view of each of the following statements? In general...	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
103. I've begun to think the program of courses I'm taking is not really what I want.	623	15.6	53.3	17.7	11.9	1.6	2.146
104. I've been well satisfied with the services of the college library.	621	1.9	5.6	21.4	55.9	15.1	3.876
105. I've been well satisfied with the services of the college book store.	623	3.9	10.3	17.7	61.5	6.7	3.796
106. It's very hard for students here to get their concerns known and acted on.	620	2.9	20.5	57.6	15.0	4.0	2.962
107. I feel I can't lay down a book or anything else on campus for fear it will be stolen.	624	11.1	47.4	26.3	10.3	5.0	2.321

Total N = 642

What is your view of each of the following statements? In general...	RESPONSES (PERCENT) NUMBER OF RESPONSES	ALMOST NEVER 1	SOME-TIMES 2	OFTEN 3	ALMOST ALWAYS 4	MEDIAN
108. I've had trouble deciding what courses to take.	630	45.6	44.8	8.1	1.6	1.599
109. Students here are given the respect and responsibility of adults.	626	2.4	21.9	40.7	34.8	3.131
110. Information about what's going on at school has been easy to get.	626	9.6	34.0	35.6	20.6	2.679
111. The student government effectively represents my point of view.	584	19.3	55.3	21.2	4.1	2.054
112. I feel unsafe on the campus after dark.	613	77.3	15.3	3.4	3.9	1.147

This term I have...	RESPONSES (PERCENT) NUMBER OF	NO 1	YES, ONE COURSE 2	YES, TWO OR MORE COURSES 3	MEDIAN
113. dropped a course because it wasn't what I wanted.	629	81.1	15.7	3.2	1.117
114. been kept out of a course I wanted because I didn't meet the requirements.	628	93.3	5.7	1.0	1.036

Total N = 642

This term I have...	NUMBER OF RESPONSES	RESPONSES (PERCENT) NO 1	YES, ONE COURSE 2	YES, TWO OR MORE COURSES 3	MEDIAN
115. had to take a course below the level of one I wanted and could have handled.	626	90.4	8.6	1.0	1.053
116. been trapped by rigid drop and add requirements in a course I found I didn't need or want.	626	91.4	6.4	2.2	1.047
117. been prevented by scheduling problems from taking a course required in my field.	626	76.5	17.3	6.2	1.154
118. missed a course I needed because it wasn't available.	624	77.1	17.3	5.6	1.149
119. taken a required course that's been a waste of time.	624	57.9	29.2	13.0	1.364
120. had a course where the instructor consistently came to class unprepared.	623	84.3	11.6	4.2	1.093
121. got so far behind in a course, without realizing it, that I never really caught up.	622	74.0	23.3	2.7	1.176
122. been in a course slanted too heavily toward students going into a job in that field.	623	83.0	13.8	3.2	1.103

Total N = 642

This term I have...	RESPONSES (PERCENT) NUMBER OF RESPONSES	NO 1	YES, ONE COURSE 2	YES, TWO OR MORE COURSES 3	MEDIAN
123. taken a course geared too much to students planning to go to a four-year college.	620	89.4	7.4	3.2	1.060
124. had a course I thought would be dull turn out to be interesting.	624	42.5	46.3	11.2	1.663
125. had a course I thought would be interesting turn out to be dull.	624	49.1	37.5	10.6	1.490
126. had a course that was taught too much like high school courses.	625	68.3	24.0	7.5	1.232

How do you feel about the following statements?	RESPONSES (PERCENT) NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
127. I need someplace on campus where I can study with other students.	629	6.5	45.8	24.3	18.4	4.9	2.450
128. I need someplace on campus where I can study without being disturbed.	627	2.9	40.5	15.5	31.9	9.3	2.928

Total N = 642

How do you feel about the following statements?	RESPONSES (PERCENT) NUMBER OF RESPONSES	DEFINITELY NOT	NO	INDIFFERENT OR UNCERTAIN	YES	DEFINITELY YES	MEDIAN
129. I need more information about what the job situation will be like when I leave here.	624	3.7	29.3	15.9	38.6	12.5	3.529
130. I need a child care center on or near the campus.	621	23.0	51.2	14.8	7.2	3.7	2.027
131. I need a locker on campus, which I don't have now.	621	14.0	50.2	12.4	14.8	8.5	2.216
132. I need help finding a temporary or part-time job.	624	19.1	53.5	8.2	11.5	7.7	2.078

The college should...	RESPONSES (PERCENT) NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
133. limit more library books to one-day circulation so they would be available to more students.	623	9.3	39.6	40.4	9.5	1.1	2.526

Total N = 642

The college should...	NUMBER OF RESPONSES	RESPONSES (PERCENT) DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
134. stock more copies of texts and other required books in the library for rental by the day or week.	623	2.1	16.2	40.8	32.6	8.3	3.278
135. cut down the time students spend filling out forms by computerizing the routine administrative work.	624	3.2	20.8	44.2	26.1	5.6	3.087
136. cut our compulsory student fees, such as those for student activities, intercollegiate athletics, the student newspaper, etc.	621	6.0	26.4	36.7	23.7	7.2	2.980
137. use more part-time employees so students could be hired.	624	1.3	7.5	44.9	38.6	7.7	3.418
138. offer more courses and programs for people in the community who are not regular students.	627	1.9	9.9	35.4	44.0	8.8	3.563
139. have student records and transcripts show only a list of the courses the student has passed, without grades.	626	6.1	28.9	34.8	22.4	7.8	2.931

Total N = 642

The college should...	NUMBER OF RESPONSES	RESPONSES (PERCENT) DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
140. record grades only in a student's major field, and just list the other courses a student has passed.	625	5.8	29.3	32.6	25.9	6.4	2.958
141. let students enroll in classes they can handle, regardless of test scores or prerequisites.	627	2.7	20.6	22.8	42.9	11.0	3.591
142. add several days at the beginning of the term to allow students more time to work out their programs.	622	2.1	19.5	33.8	38.4	6.3	3.343
143. let as many students as want to take any class with any instructor even if some classes become huge.	634	17.5	53.6	10.7	15.6	2.5	2.106
144. enforce campus regulations more firmly.	630	7.1	35.2	42.9	12.9	1.9	2.678
145. let student groups organize and meet on campus without having to get permission from the administration.	627	4.9	34.0	35.9	20.4	4.8	2.809

Total N = 642

The college should...	NUMBER OF RESPONSES	RESPONSES (PERCENT) DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
146. deny permission to speak on campus to nonstudents with extreme political or social views.	629	14.3	33.2	34.5	13.2	4.8	2.571
147. let students drop a course at any time without being given a failing grade.	633	2.8	21.2	16.9	40.6	18.5	3.724
148. take disciplinary action against students for illegal off-campus actions.	633	25.9	40.8	22.0	7.7	3.6	2.091
149. leave the control of students' out-of-class activities entirely to the students.	632	2.4	14.1	25.2	36.7	21.7	3.728
150. retain the present academic calendar.	628	2.2	4.6	30.1	52.1	11.0	3.751

	NUMBER OF RESPONSES	RESPONSES (PERCENT) DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
151. The College should offer more courses using individualized instruction methods.	632	3.8	15.2	34.0	37.8	9.2	3.412

Total N = 642

	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
152. The College should offer more using the large group lecture method.	629	6.4	41.5	30.4	19.2	2.5	2.571

How do you feel about each of the following? In general...	RESPONSES (PERCENT)						
	NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
153. I prefer hard bound texts over paperback texts for required course reading.	633	5.1	23.5	36.8	29.9	4.7	3.082
154. I prefer purchasing recommended (or optional) readings as opposed to borrowing them from the library.	633	8.5	36.8	21.2	30.8	2.7	2.720
155. Are you aware of all the various individual services that are available to you at the WCC campus?	634	7.6	55.5	11.5	23.3	2.1	2.264

Total N = 642

How do you feel about each of the following? In general...	RESPONSES (PERCENT) NUMBER OF RESPONSES	DEFINITELY NOT 1	NO 2	INDIFFERENT OR UNCERTAIN 3	YES 4	DEFINITELY YES 5	MEDIAN
156. Have you received courteous and helpful assistance from the student services staff at WCC?	624	1.4	12.8	24.4	53.0	8.3	3.715
157. Do you feel there is anyone who is personally interested in your educational progress?	626	3.8	23.5	21.1	43.5	8.1	3.537
158. Are you aware of the various activities taking place on campus each week, so you can select in advance?	631	4.8	49.8	17.1	26.1	2.2	2.409
159. Do you feel that your student government adequately represents the student to the administration.	624	6.1	16.0	65.2	11.5	1.1	2.928
160. Do you know where you would go on campus to locate the various services available to you?	629	3.7	34.7	14.0	43.6	4.1	3.335

Total N = 642

161. During the present term I had difficulty purchasing required textbooks and supplies from the campus bookstore.

	VALUE	PERCENT
(1) ALMOST NEVER	1	68.4
(2) SOMETIMES	2	25.8
(3) OFTEN	3	3.7
(4) ALMOST ALWAYS	4	2.1
NUMBER OF RESPONSES: 627		MEDIAN: 1.231

162. After the present term, I plan on selling my books back to the campus bookstore.

	VALUE	PERCENT
(1) ALL	1	10.7
(2) MOST	2	20.0
(3) FEW	3	20.6
(4) NONE	4	49.1
NUMBER OF RESPONSES: 625		MEDIAN: 3.456

Total N = 642

163. Generally speaking how would you rate your College as a whole.

	VALUE	PERCENT
(1) A	4	23.6
(2) B	3	53.8
(3) C	2	18.9
(4) D	1	2.4
(5) F	0	1.2

NUMBER OF RESPONSES: 615 MEDIAN: 3.009

MEAN: 2.959

Total N = 642

164. I have taken a college course that was taught by individualized instruction methods.

	VALUE	PERCENT
(1) NO	1	45.8
(2) YES, ONCE	2	34.7
(3) YES, TWICE OR MORE	3	19.6
NUMBER OF RESPONSES: 629		MEDIAN: 1.622

165. For how many semester hours are you enrolled:

	PERCENT
A. ½-3½	15.1
B. 4-6½	12.3
C. 7-9½	14.8
D. 10-12½	23.4
E. MORE THAN 12½	31.3
DID NOT RESPOND	3.1

Total N = 642

166. Where are you attending classes this semester?

	PERCENT
A. ON CAMPUS	68.5
B. OFF CAMPUS ONLY	11.7
C. BOTH ON AND OFF	18.5
DID NOT RESPOND	1.2

167. If you currently have a class off campus where is it?

	PERCENT
A. DOES NOT APPLY	60.0
B. EAST AURORA HIGH SCHOOL	6.5
C. WEST AURORA HIGH SCHOOL	9.7
D. OTHER	14.0
DID NOT RESPOND	9.8

Total N = 642

168. Counting the current semester, how many semesters have you attended WCC?

	PERCENT
A. 1	21.2
B. 2	32.7
C. 3	11.7
D. 4	17.9
E. 5 OR MORE	14.3
DID NOT RESPOND	2.2

169. Sex:

	PERCENT
A. MALE	55.9
B. FEMALE	43.1
DID NOT RESPOND	0.9

Total N = 642

170. Age:

	PERCENT
A. 20 OR UNDER	43.0
B. 21-24	19.6
C. 25-30	19.3
D. 31 OR OVER	17.4
DID NOT RESPOND	0.6

171. Employment:

	PERCENT
A. NOT EMPLOYED	27.3
B. PART-TIME	36.9
C. FULL-TIME	35.2
DID NOT RESPOND	0.6

Total N = 642

172. Ethnic group:

	PERCENT
A. ORIENTAL	0.6
B. BLACK	2.0
C. FRENCH CANADIAN	0.2
D. CHICANO	1.6
E. LATINO	1.4
F. PUERTO RICAN	0.6
G. CAUCASIAN	89.1
H. OTHER	2.5
DID NOT RESPOND	2.0

173. When do you usually have your class?

	PERCENT
A. DURING THE DAY	65.6
B. AFTERNOONS OR EVENINGS	33.6
DID NOT RESPOND	0.8

Total N = 642

174. What is your major? _____

	PERCENT
A. CERTIFICATE OF ACHIEVEMENT	7.9
B. APPLIED SCIENCE	37.1
C. SCIENCE	27.7
D. ARTS	11.2
E. ASSOCIATE IN GENERAL STUDIES	11.7
F. ADULT & CONTINUING EDUCATION	4.0
DID NOT RESPOND	0.3

TABLE II

RANKING OF THREE CHOICE ITEMS

RANK	MEDIAN	ITEM#	RANK	MEDIAN	ITEM#
1	2.277	19	21	1.154	117
2	2.272	29	22	1.149	118
3	2.012	27	23	1.142	28
4	1.663	124	24	1.141	24
5	1.651	26	25	1.117	113
6	1.622	164	26	1.115	33
7	1.586	20	27	1.114	41
8	1.490	125	28	1.103	122
9	1.415	22	29.5	1.095	40
10	1.388	30	29.5	1.095	39
11	1.364	119	31	1.093	120
12	1.358	21	32	1.085	31
13	1.271	37	33	1.064	23
14	1.233	18	34	1.060	123
15	1.232	126	35	1.056	38
16	1.206	25	36	1.053	115
17	1.184	36	37	1.051	35
18	1.176	121	38	1.047	116
19	1.173	34	39	1.037	32
20	1.162	42	40	1.036	114

MEDIAN = 1.158

TABLE III

RANKING OF FOUR-CHOICE ITEMS

RANK	MEDIAN	ITEM#	RANK	MEDIAN	ITEM#
* 1	3.864	54	20	3.353	6
* 2	3.853	112	*21	3.306	52
* 3	3.807	53	*22	3.286	10
* 4	3.769	161	*23	3.249	50
5	3.694	11	24	3.223	15
* 6	3.641	47	25	3.205	43
* 7	3.628	2	26	3.161	7
* 8	3.613	48	27	3.131	109
* 9	3.590	3	*28	3.114	5
*10	3.587	9	29	3.055	4
*11	3.581	17	*30	3.013	49
*12	3.568	44	31	2.991	1
13	3.564	8	*32	2.986	45
*14	3.489	55	33	2.926	14
15	3.456	162	34	2.799	51
16	3.452	13	35	2.702	16
*17	3.401	108	36	2.679	110
18	3.392	12	37	2.054	111
*19	3.381	46			

MEDIAN = 3.377

* INDICATES ITEMS WITH REVERSED VALUES

TABLE V

ITEM NUMBERS FOR EACH OF THE TEN CATEGORIES

A. Instruction and classroom experience - 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 43, 44, 45, 46, 47, 48, 56, 57, 58, 59, 60, 62, 63, 64, 66, 69, 70, 92, 120, 121, 122, 123, 124, 125, 126, 138, 151, 152, 164

B. Studying - 27, 49, 50, 51, 52, 55, 79, 127, 128

C. Student goals and planning - 30, 31, 65, 72, 73, 74, 75, 76, 77, 78, 83, 94,95, 103, 108, 129

D. Counseling and advising - 25,26, 32, 33, 35, 36, 37, 38, 53, 155, 156, 157, 158, 160

E. Administrative regulations - 24, 28, 41, 42, 80, 81, 84, 85, 96, 106, 109, 139, 140, 144, 145, 146, 148

F. Class scheduling and registration - 61, 97, 98, 99, 100, 113, 114, 115, 116, 117, 118, 119, 135, 141, 142, 143, 147, 150

G. Student activities - 34, 67, 68, 71, 82, 86, 87, 88, 101, 111, 136, 149, 159

H. Living - 39, 40, 54, 89, 90, 91, 93, 102, 107, 110, 112, 130, 131, 132, 137

I. Faculty contact - 1, 2, 19, 21, 29

J. Library, bookstore - 23, 104, 105, 133, 134, 153, 154, 161, 162

TABLE VI

I have taken a college course that was taught by individualized instruction methods.

	NO	YES, ONCE	YES, TWICE OR MORE
DEFINITELY NOT	3.1%	3.7%	5.8%
NO	12.9%	18.4%	13.2%
INDIFFERENT OR UNDECIDED	42.3%	29.0%	22.3%
YES	33.9%	41.9%	41.3%
DEFINITELY YES	7.7%	6.9%	17.4%
TOTAL	99.9%	99.9%	100%

The college should offer more courses using individualized instruction methods.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 16 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES